Indiana
DEPARTMENT OF EDUCATION

21st Century Community Learning Centers

Outcome Measurement Framework: 2019 Revisions

With technical support from:

Limelight
ANALYTICS

Indiana's 21st CCLC Current (2014-2018) Performance Measurement Landscape

- Programs are required to report progress toward all performance measures included in their their grant application.

- Many programs are tracking data and reporting progress towards 20-30 performance measures.

- Many programs are expending a good deal of time and energy tracking data that may not show much impact.

Objectives for a Revised (2019) Performance Measurement Framework

- Focus on outcome measurement.

- Reduce time and energy required for data collection.

- Track progress toward fewer, more impactful, performance measures.

- Provide opportunities for IDOE to demonstrate statewide impact of the 21st CCLC initiative.

Revised Indiana 21ˢᵗ CCLC Outcome Measurement Framework

Outcome Categories	Focus Areas	
Academic	Academic Achievement	Academic Habits
Social/ Behavioral	Healthy Choices	Social-Emotional Learning
Social/ Behavioral	In-School or Afterschool Behavior	College and Career Readiness
Family Engagement	Involvement in Student's Education at Home	Involvement with Student's School

Revised Indiana 21st CCLC
Outcome Measurement Framework

(Performance Measures apply only to Regularly Attending Participants [RAPs])

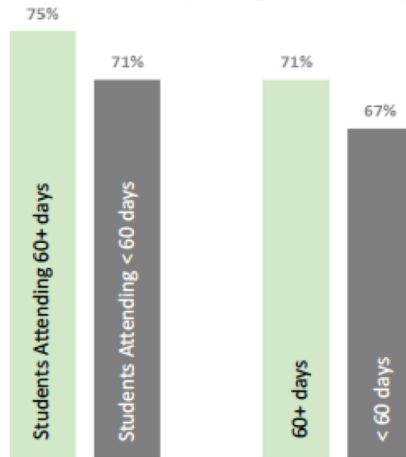| Outcome Categories	Requirements per Category
Academic (4-6 Measures)	• REQUIRED: Grades (ELA & Math - 1 measure per grade scale; Up to 4 measures) • AND: Two additional measures of choice
Social/ Behavioral (2-4 Measures)	• 2-4 measures of choice, representing at least two different focus areas.
Family Engagement (2 Measures)	• 2 measures of choice, from the same or different focus areas.
Total Number of Performance Measures: 8-12	

Replaces ALL previous Performance Measure requirements, including Pre-K and HS requirements.

Why is IDOE requiring grade-based performance measures?

Students who attend 21st CCLC Programs do better academically

ISTEP+ Proficiency
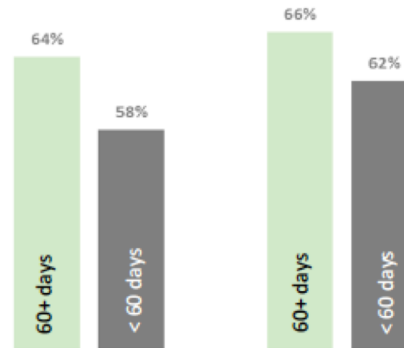% of students passing ISTEP+ in Spring 2014

- Math: Students Attending 60+ days 75%, Students Attending < 60 days 71%
- English Language Arts: 60+ days 71%, < 60 days 67%

Student Grades
% of students who earned a "B" or higher or increased their grade from fall to spring

- Math: 60+ days 64%, < 60 days 58%
- English Language Arts: 60+ days 66%, < 60 days 62%

1 Year of ISTEP/ILEARN = Proficiency

1 Year of Grades = Growth

Questions you might have…

1. What is the timeline for these changes?

2. Can I keep some of my current performance measures?

3. Grade-based performance measures are now required. How does that work with Standards-Based Grading Scales?

4. Is any of this related to the renewability requirements for my grant?

Performance Measurement Revision Timeline

February 28, 2019

- Revised Performance Measures due to IDOE using a required template.

- Programs <u>choose</u> whether to report on revised measures in September 2019 or September 2020. Decision applies to all sites within a program.

March 15, 2019

- Limelight Analytics provides feedback on revised performance measures.

September 2019

- Submit local evaluation reports for each program site.

- Those programs that opted in will report progress made toward each revised performance measure. Other programs will report progress toward original performance measures.

What are afterschool outcomes?

A*ttitudes, behaviors, skills, or characteristics* of participants (or their families) positively influenced by afterschool programs.

Outcomes include…
- Reading/math skills
- Responses to conflict
- Knowledge of nutrition
- Parents reading to/with a child at home
- Parents taking their child to the library on the weekend

Outcomes are not…
- The number of parents who attend a family night
- The extent to which a participant enjoys a STEM activity
- The number of children who attend participate in STEM activities
- The number of staff who attend professional development

Note: A comprehensive evaluation includes outcomes and other measures of success. 21st CCLC performance measures will focus solely on outcomes.

Category 1: Academic Outcomes

Academic achievement based on teacher-assigned grades is <u>required</u>, plus two additional measures of choice.

Focus Area	Examples	Data Collection / Measurement
Academic Achievement	• **[REQUIRED] Performance Based on Teacher-Assigned Grades:** One ELA and one math grade measure per grading scale (up to 4 measures*). Standard-based grading scales can be accommodated. • **Performance on Standardized Assessments:** NWEA, DIBELS, MCLASS, PIVOT, ILEARN, ISTAR-KR • **Measures of Achievement for High School Students:** Credits earned, credits recovered, graduation, GPA	• District-level database • Gathered from student report cards. • Records maintained at the school or classroom level.
Academic Habits	• Turning in homework on time • Engaging in a positive way with classroom peers • Improved effort on assignments • Verbal communication skills • Technology skills	• 21st CCLC Teacher Survey Instrument • Supplemental surveys distributed to teachers or school staff

*Up to 4 grade-based performance measures may be needed for sites that serve students who are graded using a traditional (A-F) scale as well as students who are graded using a standards-based scale. ELA and Math measures should be proposed for students graded on each scale.

Category 2: Social/Behavioral Outcomes

Programs choose 2-4 measures across the following focus areas.

Focus Area	Examples	Data Collection / Measurement
Healthy Choices	• Choosing healthy food options • Participating in physical activity • Safety habits • Drug/alcohol resistance skills	• Student surveys • Parent surveys • Daily/weekly behavior logs
Social-Emotional Learning	• Respecting others • Working well in groups • Recognizing pro-social behavior • Accepting others who are different	• Teacher surveys • Parent surveys • Student Survey • ISTAR-KR
In-School or Afterschool Behavior	• Behaving well in class • Getting along with classroom peers • Discipline referrals • School suspensions	• Teacher surveys • Parent surveys • ISTAR-KR • School records
College & Career Readiness	• Setting goals for future • Identifying possible career fields • Success on pre-college assessments	• Student surveys • Parent surveys • PSAT/SAT Scores

Category 3: Family Engagement Outcomes

Programs choose 2 measures across the following focus areas.

Focus Area	Examples	Data Collection / Measurement
Involvement in Student's Education at Home	• Parent/caregiver reads with student at home. • Parent/caregiver helps student with projects or schoolwork. • Parent/caregiver checks student's homework before it is turned in.	• Teacher surveys • Parent surveys
Involvement with Student's School	• Parent/caregiver attends parent/teacher conference. • Parent/caregiver volunteers in the classroom or chaperoning a field trip. • Parent/caregiver volunteers to support the coordination of school events or fundraisers.	• Teacher survey • Supplemental teacher survey • Parent surveys

Traditional v. Standards-Based Grading Scales

Traditional (A-F) Grading Scale	
Letter Grade	**Percent**
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Standards-Based Grading Scale	
Points	**Interpretation**
4	Advanced
3	Meets Expectations for Target
2	Partial Mastery of Target. Demonstrates partial understanding.
1	Little or No Mastery.

Some Standards-Based Grading Systems rate students on the same indicators during multiple grading periods, but others don't.

There are ways to work with both.

Sample 1st Grade Standards-Based Report Card Excerpt

1st Grade Reading Foundations	Q1
Course Grades	
use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words without context.	M
Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	M
Read words and common word families.	M

Standards Grading Scale

M = Mastery

P = Progressing

N = Non-Mastery

Possible Performance Measure

70% of 1st graders will reach "Mastery" on all *Reading Foundations* indicators by spring

Sample 1st Grade Standards-Based Report Card Excerpt
(Students are assessed on the same indicators at each grading period)

Possible Performance Measures

- 70% of 1st graders will earn a 3 or better during the last grading period each indicator is marked on all *Reading Foundational Skills* indicators.

- 80% of K-2nd graders will demonstrate mastery or improve their score on all *Reading Foundational Skills* indicators during the school year.

Evaluation Key

4	Strong/Skill mastered
3	Satisfactory/Skill is developing
2	Inconsistent/Skill inconsistent
1	Needs improvement/Skill not mastered

Reading and Language Arts:

Reading Foundational Skills	1	2	3	4
Identifies letters	4	4		
Identifies sounds	4	4		
Reads short vowel words	4	4	4	4
Reads long vowel words			4	4
Identifies beginning sounds	3	4		
Identifies middle sounds	4	4		
Identifies ending sounds	4	4		
Segments words into sounds	4	4		
Reads common high frequency words	4	4	4	4

Writing Performance Measures for Standards-Based Grading Scales
(Text Marking Example)

Grading Scale: Outstanding (O), Satisfactory (S), Improving (I), Not Meeting Standards (N)
• XX% of K-1st graders will earn 'Satisfactory' or improve from fall to spring in the Math Standard 'Understanding Concepts of Time' [GROWTH]
• XX% of K-2nd graders will earn 'Satisfactory' or improve in 80% of indicators in the 'Writing Skills' standard from fall to spring [GROWTH]
• XX% of 1st graders will earn 'Satisfactory' or higher in 75% of math-related standards by spring
• XX% of K-1st graders will earn a grade of 'Satisfactory' or better in math by the spring
• XX% of 5th-6th graders will maintain an ELA grade of 'Satisfactory' (or better) or improve their grade from fall to spring [GROWTH]

Writing Performance Measures for Standards-Based Grading Scales
(Numerical Marking Example)

Grading Scale: 4 = Advanced, 3 = Meeting Expectations, 2 = Partial Mastery, 1 = Little or No Mastery
• XX% of K-2nd graders will earn a 3 or show improvement in 80% of indicators in the 'Writing Skills' Standard from fall to spring [GROWTH]
• XX% of 1st graders will earn 'Satisfactory' or higher in 75% of math-related standards by spring
• XX% of 4th- 6th graders will earn a 4 in 60% of math-related standards by spring

21st CCLC Renewability Criteria Related to Program Outcomes & Performance Measurement

20% or more of RAPs demonstrate <u>GROWTH</u>* in Academic Performance Measures between Fall & Spring in years three (3) & four (4) of the grant.

50% or more of RAPs demonstrate positive outcomes in Social/Behavioral Performance Measures in years three (3) & four (4) of the grant.

*Measuring "growth" will require data across two timepoints (e.g., fall & spring). When determining when to report results for your revised performance measures (September 2019 or September 2020), be mindful of your ability to collect data across BOTH timepoints.

21st CCLC Competitive Priority Areas & Performance Measurement

Cohort 8 & 9 Grantees were able to receive competitive priority points for…

- STEM

- Literacy

- College & Career Readiness

- Family Engagement

- Programs that received points in any of these priority areas are required to include at least one performance measure related to that area.

- Otherwise, performance measures related to these areas (with the exception of ELA grades) are not required, but can be selected as options.

Resources Available for Adopting New Performance Measures

1. **Your Local Evaluator**

2. Performance Measure Revision Template

3. Sample Performance Measure Revision Templates

4. Examples of Performance Measures for each category and focus area.

Required Performance Measure
Include Four Pieces of Information

What will change (or occur)?

How much is expected?

Who will achieve this?

When will this happen?

EXAMPLE: 70% of 3rd-6th graders who participate 60 or more days will earn a B or better or improve their ELA grade from Fall to Spring.

Completing the Performance Measurement Revision Template

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Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

21st Century Community Learning Centers
Performance Measures

[Program Name]

[Site Name]

Category 1: Academic Outcomes
1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)
2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement
[Grade Measure 1]
[Grade Measure 2]
[Grade Measure 3, if applicable]
[Grade Measure 4, if applicable]

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes
Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

Focus Area: College and Career Readiness

Category 3: Family Engagement Outcomes
Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

Focus Area: Involvement with Student's School

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Working Together for Student Success

21st Century Community Learning Centers
Grading Scales Used for Performance Measures

1. Use a separate column for each site. Please enter the name of each site in the column header where [Site] is displayed.

2. Grade Levels Using a Traditional (A-F) Scale: Enter the grade levels of students served at this site who are graded using a traditional (A-F) scale. If none of the students served at this site earn grades based on a traditional scale, leave this cell blank.

3. Grade Levels Using a Standards-Based Scale: Enter the grade levels of students served at this site who are graded using a srandards-based scale. If none of the students served at this site earn grades based on a traditional scale, leave this cell blank.

4. Text Markings Used: List, from highest mark possible to lowest mark possible, the text markings (and corresponding interpretations) used for this grading scale. If none of the students served at this site earn grades based on a text marking scale, leave this cell blank.

5. Numerical Markings Used: List, from highest mark possible to lowest mark possible, the numerical markings (and corresponding interpretations) used for this grading scale. If none of the students served at this site earn grades based on a numerical marking scale. leave this cell blank.

6. Are students assessed on the same indicators during each grading period? Enter "Yes" if students are rated on the same indicators (which are different than *Standards*) during each grading period. Enter "No" if the indicators on which studenrts are rated change between grading periods.

	EXAMPLE	[Site 1]	[Site 2]	[Site 3]	[Site 4]	[Site 5]	[Site 6]
Grade Levels Using a Traditional (A-F) Scale	Grades 3-6						
Grade Levels Using a Standards-Based Scale	K-2						
Standards-Based Scales Only							
Text Markings Used (list from highest to lowest)	O=Outstanding S=Satisfactory I=Improving N=Not Meeting Standard						
Numerical Markings Used (list from highest to lowest)							
Are students assessed on the same indicators during each grading	No						

Performance Measure Template Checklist

Did you…?

❑ Complete a separate template for each 21st CCLC grant?

❑ Indicate whether you would report on your new measures in Summer 2019 (this year) or Summer 2020 (next year)?

❑ Include at least 8, but no more than 12, performance measures per site?

❑ Ensure that each performance measure statement includes information to address WHAT, HOW MUCH, WHO, and WHEN?

❑ Include performance measures related to all competitive priority areas defined in your grant proposal?

❑ Include performance measures for each site that allow you to assess academic *GROWTH*?

What about Performance Measures for Summer Programming?

For the 2018-2019 reporting cycle, previous summer performance measure requirements are no longer in place.

Programs that offer summer programming supported by 21st CCLC funds need to report on the following in their annual reports:

- **Summer program attendance** – how many? how often?

- **Evidence of program benefits** (outcomes) – academic? social/behavioral?

(No specific performance measures are required, although outcomes *can* be aligned with the outcome categories & focus areas. This is not required, however.)

What happens next?

January 18, 2019

- IDOE will send out materials and a link the recorded webinar to all evaluators and program directors.

- Programs can they contact Limelight Analytics with questions: *mindy@limelightanalytics.com* or *danielle@limelightanalytics.com*

February 12, 2019

- Mindy & Danielle will be available for scheduled appointments or drop-in Q&A at the 21st CCLC grantee meeting. More information is forthcoming via email.

February 28, 2019

- Revised Performance Measures due to IDOE using the required template.

- Programs choose whether to report on revised measures in September 2019 or September 2020. Decision applies to all sites within a program.

March 15, 2019

- Limelight Analytics provides feedback on revised performance measures.